

Week 1

Day	Lesson focus	Activities	Resources*	Learning aims
Monday	Get to know the group	10 minutes: Start with a 'find someone who...' mingle activity (Worksheet 1). This can be tailored to fit the conversation subject areas, for example, 'Find someone who recycles something every day.'	Worksheet 1: 'Find someone who...' activity based on subject areas	<ul style="list-style-type: none"> Scan read texts and infographics to find relevant details/ ideas and opinions Carefully read to understand specific facts, information and significant points
	Overview of exam and grammar diagnostic	<p>1 hour 50 minutes: Exam overview. Students are given a copy of Guide for Students and a worksheet with questions about the exam (Worksheet 2).</p> <p>Students complete diagnostic grammar test (Worksheet 3). Structures tested include suggested grammar for ISE II (this could be done for homework).</p> <p>Feedback on diagnostic grammar test (Worksheet 3). Please note that ISE is NOT a grammar exam.</p>	<p>Guide for Students – ISE II (B2)</p> <p>Worksheet 2: Question sheet based on the Guide for Students – ISE II (B2)</p> <p>Worksheet 3: Diagnostic grammar test</p>	<ul style="list-style-type: none"> Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation Show understanding of other speakers/follow the speech of others Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener Use clear and understandable pronunciation and use appropriate stress and intonation patterns

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Tuesday	Language functions – an introduction to what this means and the functions relevant to ISE II	<p>10 minutes: Teacher clarification of the concept 'language function'</p>		<ul style="list-style-type: none"> ▶ Read for general comprehension/skim read/read for gist ▶ Use spelling and punctuation accurately ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns
		<p>50 minutes: Link functions to grammar – matching activity (Worksheet 4) where students match sentence stems to particular functions.</p> <p>Students look at texts (Worksheet 5), identify language functions and note the grammar used.</p>	<p>Worksheet 4: Matching sentence stems to functions</p> <p>Worksheet 5: Texts with genres relevant to ISE II combining different language functions</p>	
		<p>1 hour: Language function activities using role-play cards (Worksheet 6). Students (in pairs) pick a card and prepare a short role play, eg 'Your friend is thinking about moving to the city but is anxious. Give advice on what he should do.'</p> <p>Afterwards, students act out their role plays in front of class. The students watching note down the language functions (and grammar if they are able).</p> <p>Feedback and correction session afterwards.</p>	<p>Worksheet 6: Role-play cards</p>	<ul style="list-style-type: none"> ▶ Listen to get the topic and main ideas of the recording ▶ Expressing and expanding ideas and opinions ▶ Highlighting advantages and disadvantages ▶ Speculating ▶ Giving advice ▶ Expressing agreement and disagreement ▶ Eliciting further information ▶ Negotiating meaning – establishing common ground
Wednesday	Task 1 – Long reading	<p>20 minutes: Overview of the Reading & Writing module</p>		<ul style="list-style-type: none"> ▶ Read for general comprehension/skim read/read for gist ▶ Scan read texts and infographics to find relevant details/ideas and opinions ▶ Carefully read to understand specific facts, information and significant points ▶ Infer meaning, eg the writer's attitude, line of argument, mood and intentions, and anticipate what will come next and guess the meaning of unknown sentences, phrases and words from their context ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns ▶ Expressing and expanding ideas and opinions ▶ Highlighting advantages and disadvantages ▶ Giving advice
		<p>1 hour: Long reading: Classroom activity 2 – Reduce, reuse, recycle.</p> <p>40 minutes: Follow-up with vocabulary work. Write new vocabulary on the board for students to write in their notebooks. Particular attention should be paid to lexis relevant to the subject area of pollution/recycling.</p> <p>End with 'back to the wall' vocabulary test (two teams, 'leader' has back to wall, team has to explain the word on board).</p>	<p>Long reading: Classroom activity 2 – Reduce, reuse, recycle</p>	

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Thursday	Task 4 – Extended writing Writing (genre, paragraphs, topic sentences)	20 minutes: Students are given a list of the writing genres for ISE II (Worksheet 7). They discuss in pairs the salient features of each (how to format, level of formality etc).	Worksheet 7: List of writing genres for ISE II	<ul style="list-style-type: none"> ▶ Provide an appropriate response to question rubric, adhering to word count and showing awareness of the reader and the purpose for writing ▶ Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings and endings and using paragraphs ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar) ▶ Use spelling and punctuation accurately
		20 minutes: Students are given the ‘Guidance on writing genres’ document. Students are given example candidate responses for Task 4 – Extended writing and decide which genre they are. They explain how they arrived at their answers.	‘Guidance on writing genres’ document Example candidate responses for Task 4 from ‘Example marked candidate responses’	
		50 minutes: Introduction to paragraphing. Students discuss in pairs how to define ‘paragraph’ and ‘topic sentence’ and feedback to whole class. They are given Worksheet 8 with information/exercises about paragraphs and topic sentences.	Worksheet 8: Paragraph/topic sentences worksheet	
		30 minutes: One of the earlier example candidate responses for Task 4 is cut into sentences and given to students in pairs. They re-order them into paragraphs. Students are given topic sentences to develop into paragraphs. Teacher monitors as students write them. Afterwards, paragraphs are put on the wall and topic sentences identified.	Example candidate responses for Task 4 from ‘Example marked candidate responses’, cut into sentences	
Friday	Speaking Choosing a topic	20 minutes: Overview of Speaking & Listening module.		<ul style="list-style-type: none"> ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns
		1 hour: Follow Topic task: Classroom activity 1 – Choosing your topic task.	Topic task: Classroom activity 1 – Choosing your topic task	
		40 minutes: End of week review – review the work from last week, particularly anything the students are struggling with.		
		Homework: Students continue to develop their topic, but remember to discourage script writing.		

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Monday	Grammar workshop	40 minutes: Review of basic structures (below ISE II level) and error correction group activity (Worksheet 9).	Worksheet 9: Sentences with grammatical errors (below ISE II level)	<ul style="list-style-type: none"> Use a range of vocabulary and language functions accurately (including ISE II suggested grammar) Use spelling and punctuation accurately
		1 hour: Information about language, and controlled and free practise of language (Worksheet 10). Grammar focus: <i>because of, due to, even though, although, in spite of</i>	Worksheet 10: Discourse connectors worksheet (includes information and controlled practise of grammar)	
Tuesday	Task 2 – Multi-text reading Skimming, scanning, summarising	10 minutes: Feedback from Friday's homework.		<ul style="list-style-type: none"> Read for general comprehension/skim read/read for gist Carefully read to understand specific facts, information and significant points Synthesise and evaluate information and arguments from a number of different text types and summarise a wide range of factual and imaginative texts Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation Show understanding of other speakers/follow the speech of others Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener Use clear and understandable pronunciation and use appropriate stress and intonation patterns
		1 hour: Timed writing activity. Students write a response to the example Task 4 – Extended writing from ISE II Sample exam paper 2.	ISE II Sample exam paper 2 , page 10	
		10 minutes: Students reflect on how they found Task 4 – Extended writing.		
		40 minutes: In pairs, students plan and write a paragraph about the writing activity completed earlier in the lesson. This time they are able to use their dictionaries and refer to Worksheet 8 about topic sentences. Teacher monitors and corrects errors. Afterwards students read each other's paragraphs and identify the topic statements.	Students may refer to Worksheet 8	

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Wednesday	Writing (answering the question)	<p>20 minutes: Review of what the two writing tasks involve.</p> <p>1 hour: Students look at an answer to Task 4 – Extended writing (Worksheet 11) which is grammatically perfect but flawed in terms of task achievement. They decide whether it is a good or bad response to the prompt and why (the example will not directly address all parts of the question, will be inappropriate in terms of register/format, and will not adhere to word count). Students work collaboratively to make the answer a ‘pass’. Show students an example of a grammatically perfect but flawed in terms of task achievement Task 3 – Reading into writing (Worksheet 11). They decide if it is a good or bad response.</p>	<p>Guide for Students – ISE II (B2)</p> <p>ISE II Sample exam paper 2</p> <p>Worksheet 11: Example task 3 and 4 answers that do not directly address all parts of the question, are inappropriate in terms of register/format, do not use information from all four texts (Task 3) and do not adhere to word count.</p>	<ul style="list-style-type: none"> Read for general comprehension/skim read/read for gist Scan read texts and infographics to find relevant details/ideas and opinions Carefully read to understand specific facts, information and significant points Provide an appropriate response to question rubric, adhering to word count and showing awareness of the reader and the purpose for writing
		<p>40 minutes: Students are given a task from the list of sample topics in the ISE II Portfolio Toolkit and they underline the instruction words in the task.</p> <p>Students write their answer to the portfolio task in lesson and review them (eg by swapping answers).</p> <p>Please note this is just for practice, and the portfolio tasks are NOT assessed by an examiner.</p>	<p>List of Portfolio tasks from the Portfolio Toolkit for teachers – ISE II</p>	
Thursday	Speaking/ Listening Gist, details, note-taking	<p>10 minutes: Review of what the listening task involves from information in the Guide for Students.</p>	<p>Guide for Students – ISE II (B2)</p>	<ul style="list-style-type: none"> Use clear and understandable pronunciation and use appropriate stress and intonation patterns Listen intensively for factual information and explicitly stated ideas and information and understand all or most of the information the recording provides Listen to get the topic and main ideas of the recording
		<p>1 hour: Classroom activity 1 – Nightmare weekend.</p> <p>50 minutes: Follow up with a role play – students work in pairs, one as client, one as manager, and act out a phone conversation between the two.</p>	<p>Independent listening task: Classroom activity 1 – Nightmare weekend</p>	
Friday	Speaking Asking/ answering questions, extended turns	<p>10 minutes: Review of the speaking tasks – elicit from students</p>		<ul style="list-style-type: none"> Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation Show understanding of other speakers/follow the speech of others Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener Use clear and understandable pronunciation and use appropriate stress and intonation patterns Highlighting advantages and disadvantages Speculating
		<p>1 hour: Follow Trinity classroom activity ‘Talking about various topics from extreme sports to healthy eating’.</p> <p>50 minutes: Follow up by getting strong/confident students to present their topic to the whole class. Make sure the audience writes some questions as they listen for a follow up question and answer session.</p>	<p>Topic task: Classroom activity 2 – Talking about various topics</p>	
	Homework	Students choose one topic from the lesson and write a paragraph about it.		

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Monday	Grammar workshop	15 minutes: Review linking expressions		<ul style="list-style-type: none"> Use a range of vocabulary and language functions accurately (including ISE II suggested grammar) Use spelling and punctuation accurately
		<p>1 hour 45 minutes: Simple passive</p> <p>How to use these in the exam.</p>	<p>Worksheet 12: Worksheet and communicative activity using these structures (linked to subject areas)</p>	
Tuesday	Task 2 – Multi-text reading Skimming, scanning, summarising	45 minutes: Students write five questions about students' experience at school. They then ask everyone in the group and note down the answers.		<ul style="list-style-type: none"> Read for general comprehension/skim read/read for gist Carefully read to understand specific facts, information and significant points Infer meaning, eg the writer's attitude, line of argument, mood and intentions, and anticipate what will come next and guess the meaning of unknown sentences, phrases and words from their context
		45 minutes: Students have a go at writing a report. This is a first draft. The teacher will look at them overnight and give feedback on them tomorrow.		
		30 minutes: Review anything that students may have been struggling with.		
Wednesday	Writing (summarising)	1 hour: Introduction to summarising and paraphrasing – What they are and how to approach them. Give students Worksheet 13 with simple exercises.	Worksheet 13: Summarising and paraphrasing	<ul style="list-style-type: none"> Carefully read to understand specific facts, information and significant points Summarise or paraphrase ideas from reading texts Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings and endings and using paragraphs Use a range of vocabulary and language functions accurately (including ISE II suggested grammar) Use spelling and punctuation accurately
		1 hour: Teacher will decide what help students need with report writing (based on the tasks they produced yesterday). After feedback from the teacher, students will write a second draft of the report.		
		30 minutes: Follow up with a dictogloss of a text about another monster/alien etc		

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Thursday	Speaking/ listening Main points, supporting details, infer opinion	1 hour 30 minutes: Writing genre focus. Students are divided into groups and then assigned a genre from the list of output genres mentioned in the Guide for Students on the Trinity website. They create a poster with information about how to write it, what language to use etc. Afterwards, each group presents their poster to the class. The teacher notes down language issues to focus on. 30 minutes: Follow up with vocabulary, grammar and pronunciation work based on what the teacher has noted down in class.	Guide for Students – ISE II (B2)	<ul style="list-style-type: none"> ▶ Listen intensively for factual information and explicitly stated ideas and information and understand all or most of the information the recording provides ▶ Listen to get the topic and main ideas of the recording ▶ Guess the meaning of unknown utterances, phrases and words from their context and infer meaning, eg the speaker's attitude, line of argument, mood and intentions ▶ Identify which information is factual and which information is opinion ▶ Identify which information is key information, and which information is a supporting example or detail and identify which information is the main point and which information is an example, or details ▶ Expressing and expanding ideas and opinions ▶ Highlighting advantages and disadvantages
Friday	Speaking (Collaborative task) Asking for/ giving opinions, eliciting information, turn-taking	10 minutes: Review of what the collaborative task involves.		<ul style="list-style-type: none"> ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns ▶ Highlighting advantages and disadvantages
		1 hour: Follow the Collaborative task: Classroom activity 2 – Office.	Collaborative task: Classroom activity 2 – Office	
		50 minutes: Review of conversation subject areas. Brainstorming activity – students write a subject area in the centre of piece of A3 paper and write connected ideas around it. Different groups have different subject areas. They are stuck on the wall and students walk around to see what other groups wrote.		
	Homework	Students choose one of the ideas on the A3 sheet, research it and write a paragraph.		

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Monday	Grammar workshop	2 hours: Conditionals (2nd and 3rd). Worksheet (Worksheet 14) to focus on form and function and communicative activity using 2nd/3rd conditionals (linked to subject areas) plus feedback. How to use this in the exam.	Worksheet 14: Conditionals worksheet and communicative activity using 2nd/3rd conditional (linked to subject areas)	<ul style="list-style-type: none"> Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener Use clear and understandable pronunciation and use appropriate stress and intonation patterns
Tuesday	Task 1 – Long reading	30 minutes: To give added motivation, present this task 1 reading as a mock exam. Set a time limit (20 mins). They must underline the parts of the text where the answers were found.	ISE II Sample exam paper 2, page 2	<ul style="list-style-type: none"> Read for general comprehension/skim read/read for gist Scan read texts and infographics to find relevant details/ideas and opinions Carefully read to understand specific facts, information and significant points Infer meaning, eg the writer’s attitude, line of argument, mood and intentions, and anticipate what will come next and guess the meaning of unknown sentences, phrases and words from their context Read and understand articles and reports concerned with contemporary problems in which the writers adopt particular positions or points of view Show understanding of other speakers/follow the speech of others Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener Use clear and understandable pronunciation and use appropriate stress and intonation patterns
		20 minutes: Students swap papers to mark. After marking, Students discuss/advise on their incorrect answers		
		30 minutes: How to practise: remind students to read as much as possible in English outside of class (newspapers, magazine articles etc). Students look through a collection of magazines, find articles that interest them and summarise them for their partner.	A selection of magazines/newspapers etc.	
		40 minutes: Review anything that students may have been struggling with.		
Wednesday	Task 4 – Extended writing	1 hour: Follow Extended writing: Classroom activity 2 – Mobile phones.	Extended writing: Classroom activity 2 – Mobile phones	<ul style="list-style-type: none"> Provide an appropriate response to question rubric, adhering to word count and showing awareness of the reader and the purpose for writing Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings and endings and using paragraphs Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener Use clear and understandable pronunciation and use appropriate stress and intonation patterns Highlighting advantages and disadvantages
		15 minutes: Follow up by asking which of the subject areas the lesson relates to (could potentially be more than one) and eliciting other topics that may fall under that umbrella. Students choose a topic and write some interview questions for their partner.		
		40 minutes: Students write an essay on the advantages and disadvantages of going to university. They have 40 minutes to do this. If there’s time, include a correction/feedback phase (eg peer correction).		

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Thursday	Vocabulary workshop	15 minutes: Review of subject areas.		<ul style="list-style-type: none"> ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns
		30 minutes: Students are given keywords (cut out on large strips) for the five subject areas. They decide which subject it relates to and then stick it on the wall under the appropriate heading (Worksheet 15).	Worksheet 15: Subject area key words (cut out on large strips of paper). More than one keyword for each subject area. Students think of an extra keyword for each subject.	
		30 minutes: 'Call my bluff' activity. In pairs students find a word related to the subject areas in the dictionary. They write a fake definition for the word. Afterwards they read out the real and fake definition of the word and the other students try to guess which one is correct.		
		45 minutes: Discussion questions using the vocabulary. Students write the discussion questions and then carry out a framed discussion.		
Friday	Speaking (Collaborative task, Conversation task) Grammar area – modals	1 hour: Conversation: Follow Conversation task: Classroom activity 1 – Environment 45 minutes: Collaborative task: Students are given the example prompt and have to write questions to find out more information. They then practise in pairs. Prompt: 'I have a friend who's studying English. He thinks the best way to improve his language skills is to watch lots of films in English. I'm not sure I agree with him.'	Conversation task: Classroom activity 1 – Environment	<ul style="list-style-type: none"> ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns ▶ Expressing and expanding ideas and opinions ▶ Expressing agreement and disagreement ▶ Eliciting further information ▶ Negotiating meaning – establishing common ground
	Homework	Students write a short essay 'Living in society today' (more detailed instructions can be given if desired).		

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Monday	Grammar workshop	<p>1 hour: Modals for advice and suggestions, modals for possibility and uncertainty (Worksheet 16).</p> <p>1 hour: Communicative activity to give practice of structures (linked to subject areas). How to use this in the exam.</p>	<p>Worksheet 16: Worksheet to focus on form and function and communicative activity using modals (linked to subject areas).</p>	<ul style="list-style-type: none"> ▶ Use spelling and punctuation accurately ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns ▶ Speculating ▶ Giving advice
Tuesday	Task 2 – Multi-text reading Skimming, scanning and familiarity with exam format	<p>1 hour: Follow Multi-text reading: Classroom activity 2 – National customs. Include extension activities.</p> <p>1 hour: Follow up with mini-presentations on students own national customs.</p>	<p>Multi-text reading: Classroom activity 2 – National customs</p>	<ul style="list-style-type: none"> ▶ Read for general comprehension/skim read/read for gist ▶ Scan read texts and infographics to find relevant details/ideas and opinions ▶ Carefully read to understand specific facts, information and significant points ▶ Infer meaning, eg the writer’s attitude, line of argument, mood and intentions, and anticipate what will come next and guess the meaning of unknown sentences, phrases and words from their context ▶ Read and understand articles and reports concerned with contemporary problems in which the writers adopt particular positions or points of view ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns

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Wednesday	Conversation task Vocabulary building	2 hours: Tutorials carried out at the same time as students go through the worksheet individually (Worksheet 17). They also practice the Conversation task of the speaking exam in pairs. Students then make questions for the conversation task using the lexis. They then ask the questions to each other.	Worksheet 17: Self-study vocabulary (self-checking)	<ul style="list-style-type: none"> ▶ Read for general comprehension/skim read/read for gist ▶ Scan read texts and infographics to find relevant details/ideas and opinions ▶ Carefully read to understand specific facts, information and significant points ▶ Summarise or paraphrase ideas from reading texts ▶ Provide an appropriate response to question rubric, adhering to word count and showing awareness of the reader and the purpose for writing ▶ Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings and endings and using paragraphs ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use spelling and punctuation accurately
Thursday	Listening Familiarisation of types of listening tasks	1 hour: Follow Trinity classroom activity 'Working from home'.	Independent listening task: Classroom activity 3 – Working from home	<ul style="list-style-type: none"> ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns ▶ Listen intensively for factual information and explicitly stated ideas and information and understand all or most of the information the recording provides ▶ Listen to get the topic and main ideas of the recording ▶ Guess the meaning of unknown utterances, phrases and words from their context and infer meaning, eg the speaker's attitude, line of argument, mood and intentions ▶ Identify which information is factual and which information is opinion ▶ Highlighting advantages and disadvantages ▶ Expressing agreement and disagreement
		Relative clauses (Worksheet 18). Relative clauses communicative activity – writing an informal email.	Worksheet 18: Worksheet to focus on form and function of relative clauses	
Friday	Conversation task	1 hour: Follow Conversation task: Classroom activity 2 – World of work.	Conversation task: Classroom activity 2 – World of work	<ul style="list-style-type: none"> ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns
		1 hour: Follow up with review/recycling of subject area vocabulary.		
	If there is enough time, review anything that students may have been struggling with.			
	Homework	Students revise vocabulary for a test on Monday.		

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Monday	Vocabulary test	1 hour: Conversation subject area vocabulary test (Worksheet 19). Feedback with the class once the test is finished.	Worksheet 19: Worksheet designed to test vocabulary related to subject areas	<ul style="list-style-type: none"> ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use spelling and punctuation accurately
	Writing	1 hour: Follow Trinity classroom activity 'Music'.	Extended writing: Classroom activity 1 – Music	
Tuesday	Grammar workshop	1 hour 30 minutes: Present perfect continuous. How to use this in the exam (Worksheet 20).	Worksheet 20: Worksheet and activities on present perfect continuous	<ul style="list-style-type: none"> ▶ Provide an appropriate response to question rubric, adhering to word count and showing awareness of the reader and the purpose for writing ▶ Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings and endings and using paragraphs ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use spelling and punctuation accurately ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns
	Pronunciation	30 minutes: Pronunciation session: stress, intonation, pace, pausing etc. Focus on present perfect continuous.		
Wednesday	Grammar workshop	1 hour 30 minutes: Past perfect and reported speech (Worksheet 21).	Worksheet 20: Worksheet on present perfect continuous (from Tuesday's lesson) Worksheet 21: Worksheet and communicative activity using the structures from Worksheet 20 (linked to subject areas).	<ul style="list-style-type: none"> ▶ Use a range of vocabulary and language functions accurately (including ISE II suggested grammar), and avoid making errors which affect the understanding of the listener
	Speaking (Topic task)	30 minutes: Students create maps/notes to be checked by the teacher and practise with a partner using past perfect and reported speech.		
Thursday	Revision of whole exam	90 minutes: Revision of whole exam. Students are divided into two groups. Each group spends 40 minutes creating a set of questions about the exam. They then spend 50 minutes quizzing each other. 30 minutes: The teacher confirms answers and notes down any errors for language feedback.		
Friday	Reading/writing	Mock exam – reading/writing. Note: This will give time to prepare feedback.	Sample exam paper (from Trinity website)	

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Week 7

Day	Lesson focus	Activities
Monday	Speaking/listening	Mock exam
Tuesday	Speaking/listening	Mock exam
Wednesday	Results from mock exam will inform lesson content	
Thursday	Results from mock exam will inform lesson content	
Friday	Results from mock exam will inform lesson content	

Note: Number of days depends on student numbers

Week 8

Exam week!